



Planning for a Sex-Equitable Classroom

Teaching Staff Survey

This survey has been developed to help teachers assess and plan for a sex-equitable classroom. It is designed to be used by vocational as well as nonvocational K-12 teachers.

Sex equity is an important classroom issue. However, it is often difficult to picture it in action. We can, however, look at equity as it relates to the physical environment, curriculum, language, behavior management, and teacher attention. In this survey, we begin to look at what educational equity looks like in the classroom. Listed below are a few facts about equity to help you as you think about the issue.

Women work for pay for the same reasons that men work for pay: to meet financial responsibilities of home and family, to achieve a sense of contribution to society, and to achieve a sense of personal fulfillment.

Opportunities for women to meet financial responsibilities and achieve societal and personal goals have been limited by the fact that women have been concentrated in a relatively few, low-paying occupational fields in the labor force. By expanding career choices and emphasizing the reality of job futures, both females and males will approach life work planning more realistically.

The following survey items include actions teachers can take to work toward building an equitable classroom climate. This survey is intended to assess current efforts to provide for equity, to teach instructional staff members what can be done, and to serve as a planning guide for future efforts.

Following the survey, see "Teacher Strategies for Achieving Sex Equity," which lists specific actions that can be used to promote equity. Retain this sheet for your future reference.

Source: Wisconsin Model for Sex Equity in Career and Vocational Education, Wisconsin Department of Public Instruction, 1990.

Teaching Staff Survey

School Name _____ Subject Taught _____

Directions:

Listed below are steps that teachers can take to achieve sex equity in the classroom. As you respond to the statements, think about your own classroom situation. For each item, please circle:

3 if it **has been** or is in the process of being done

2 if this is **in the planning stage**

1 if this **has not** been done, but will be considered

In the "Comments" sections, describe what equity strategies you have tried and the results.

	Has been done	Planning stage	Not done
Section 1: Curriculum and Materials			
1. Review curriculum, content, activities, and projects for appropriateness to both females and males on a regular basis.	3	2	1
2. Eliminate or modify materials or activities that may reinforce bias and stereotyping	3	2	1
3. Collect and analyze enrollment statistics by course and program to determine female/male enrollment patterns	3	2	1
4. Infuse ideas about careers in lesson plans. Incorporate current information on changing trends in the work force. Discuss the importance of expanding female and male choices in careers	3	2	1
5. Reinforce realistic job futures (for example, most women and men can expect to hold paying jobs even if they marry and have families)	3	2	1
6. Use materials that show the changing roles of men and women, both in the workplace and in the family	3	2	1
7. Plan student activities that help female and male students work together more effectively	3	2	1
8. Design course information materials such as brochures, course descriptions, and handouts to encourage both females and males to enroll	3	2	1

Comments (Describe activities and results):

Teaching Staff Survey (continued)

	Has been done	Planning stage	Not done
Section 2: Classroom Learning Environment			
9. Evaluate teaching behaviors that encourage equity (for example, nonsexist language, discipline, and reinforcement as well as equal attention to females and males)	3	2	1
10. Portray females and males in both traditional and nontraditional roles during discussions and visually in materials and displays such as bulletin boards	3	2	1
11. Incorporate the topics of sex discrimination, stereotyping, and bias into regular course content and discussions whenever possible	3	2	1
12. Help arrange for nontraditional role models—both men and women—to be speakers for career days, shadowing, mentoring, and classroom instruction	3	2	1
13. Involve students in identifying examples of sex discrimination, stereotyping, and bias in textbooks, curriculum materials, and media	3	2	1
14. Assist both boys and girls in recognizing that it is very likely their adult roles will include paid work, parenting, and homemaking	3	2	1
15. Model sex-fair behavior in actions and words conveying to others the importance of equality	3	2	1

Comments (Describe activities and results):

16. Check one (please do not omit): ☐ male
☐ female
17. On the back of this form, please describe the content and duration of any training in sex equity you have had.
18. Indicate the level(s) at which you are assigned:
☐ elementary (K-6)
☐ junior high (7-8)
☐ senior high (9-12)
☐ K- 12 specialist
19. Which of the following best describes the area you teach?
☐ general (elementary, mathematics, English, physical education, music, and so forth)
☐ vocational (agriculture education, business education, technology education, and so forth)
☐ other (special/alternative programs) (specify) _____

Teaching Staff Survey (continued)

Retain this sheet for your information. Do not return it with the survey.

Teacher Strategies for Achieving Sex Equity

1. Take the issue of equity seriously; it affects the classroom climate and the learning that occurs there.
2. Plan your classroom to portray sex fairness. Use posters and other visuals that show both males and females in traditional and nontraditional roles and that show males and females working together.
3. Check learning activities for sex fairness. Also plan lessons that focus on increasing students' equity awareness, knowledge, and skills.
4. Use inclusionary language in both written and verbal communication. Encourage students to do the same.
5. Direct class discussion to enable all students to participate. Studies have shown that teachers give more attention to male students, calling on them more frequently, asking them higher-order questions, offering them more assistance, and disciplining them more often.
6. Promote cooperation and integration of boys and girls through activities that help students work together more effectively.
7. Help students understand equity issues and the impact these issues have on their lives.
8. Avoid generalizations and sex stereotypes, such as "you drive like a woman."
9. In the classroom, use a variety of examples that portray men and women using a wide range of feelings, interests, skills, and career choices.
10. Encourage both sexes to participate in traditional and nontraditional activities.
11. Examine instructional materials for sex-role stereotyping, sex bias, and sexist language. Discuss and point these out to students.
12. Make a conscious effort to assign boys and girls leadership and support roles on an equitable basis, both within and outside the classroom (for example, on field trips).

Data Tabulation Work Sheet

Directions:

This form is designed to be used with data compiled from the teaching staff surveys. For each item, enter the percentage for each of the three possible responses for the total group, then by male and female. Tally and summarize responses to question 17 on a separate sheet.

Total No. = _____ No. of Males = _____ No. of Females = _____
 % of Males = _____ % of Females = _____

Key: 1 = this has not been done but will be considered
 2 = this is in the planning stage
 3 = it has been or is in the process of being done

Section 1: Curriculum and Materials

N/% of Omits	Total (%)			Male (%)			Female (%)		
	1	2	3	1	2	3	1	2	3
1. Review curriculum, content, activities, and projects for appropriateness to both females and males on a regular basis									
2. Eliminate or modify materials or activities that may reinforce bias and stereotyping									
3. Collect and analyze enrollment statistics by course and program to determine female/male enrollment patterns									
4. Infuse ideas about careers in lesson plans. Incorporate current information on changing trends in the work force. Discuss the importance of expanding female and male choices in careers									
5. Reinforce realistic job futures (for example, most women and men can expect to hold paying jobs even if they marry and have families)									
6. Use materials that show the changing roles of men and women, both in the workplace and in the family									
7. Plan student activities that help female and male students work together more effectively									

Data Tabulation Work Sheet (continued)

8. Design course information materials such as brochures, course descriptions, and handouts to encourage both females and males to enroll

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Comments (Describe activities and results):

Section 2: Classroom Learning Environment

9. Evaluate teaching behaviors that encourage equity (for example, non-sexist language, discipline, and reinforcement as well as equal attention to females and males.)

N/% of Omits	Total (%)			Male (%)			Female (%)		
	1	2	3	1	2	3	1	2	3

10. Portray females and males in both traditional and nontraditional roles during discussions and visually in materials and displays such as bulletin boards

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11. Incorporate the topics of sex discrimination, stereotyping, and bias into regular course content and discussions whenever possible

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12. Help arrange for nontraditional role models — both men and women — to be speakers for career days, shadowing, mentoring, and classroom instruction

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13. Involve students in identifying examples of sex discrimination, stereotyping, and bias in textbooks, curriculum materials, and media

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14. Assist both boys and girls in recognizing that it is very likely their adult roles will include work, parenting, and homemaking

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Data Tabulation Work Sheet (continued)

15. Model sex-fair behavior in actions and words that convey to others the importance of equality

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Comments (Describe activities and results):

16. Check one:

(1) male

(2) female

Total	
N	%

17. Indicate the level(s) at which you are assigned:

(1) elementary (K-6)

Total		Males		Females	
N	%	N	%	N	%

(2) junior high (7-8)

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(3) senior high (9-12)

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(4) K-12 specialist

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Data Tabulation Work Sheet (continued)

18. Which of the following best describes the area you teach:

(1) general (elementary, mathematics, English, physical education, music, and so forth)

Total		Males		Females	
N	%	N	%	N	%

(2) vocational (agriculture education, business education, technology education, and so forth)

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(3) other (special/alternative programs) (specify) _____

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